



Student Preparation Booklet for February English Language Mocks

Tuesday 26th February 2019

09:00 English Language Component 1: 1hr 45m

Section A: Literary Reading - 5 questions 1 hour

Section B: Narrative Writing – 45 mins

Wednesday 27th February 2019

09:00 English Language Component 2: 2 hours

Section A: 19th/21st Century Non-Fictions 6 questions 1 hour

Section B: Transactional writing 2 questions 30 mins each

You will need a copy of the June 2017
GCSE exam papers in addition to this
booklet.

Component 1

Question 1

STUDENT RESPONSE – (3/5)

We learn that Ruby wants to take over the family business (the pet shop) when she's older, she likes to give the pets a lot of attention, she tries to talk to the animals. We also learn that Ruby feels happy after giving attention to the animals and that she must be a young child because she can't get her own pet shop.

STUDENT RESPONSE – Full marks (5/5)

- *She was not allowed to have pets*
- *She is going to run a pet shop when she is older*
- *She gives a lot of attention to the animals*
- *Her surname is Lennox*
- *Her father owns a pet shop*

Question 2

STUDENT RESPONSE – (3/5)

The Lennox family don't do a lot of stuff together in the evenings. They seem to just do their own thing. Mother does the ironing, Father is out "as usual", Patricia in her room and Ruby playing Scrabble.

The writer also creates the impression that the mother is always doing the housework and is quite sick of it. "She would have been much happier with a fire extinguishers in her hand." She has burnt the food and I presume she does this a lot.

STUDENT RESPONSE – (5/5)

The writer creates the impression that the Lennox family aren't particularly close. They all get on with their own interests and don't spend much time together. For example, her father had gone out "as usual" meaning that it was a regular occurrence. Patricia didn't eat dinner with the family and hides away in her room reading which is "also as usual". The impression we get of Ruby is that she is isolated in her own room as she is "playing Scrabble with [herself]".

The fact that her mother's "entire attention" was focussed on making dinner gives the impression that she is struggling with the effort required to make food. She seems like she is struggling to cope with family life as she "abandon[s] the ironing" and "takes a double dose of sleeping pills and dropped into oblivion". Overall, they seem like quite a dysfunctional family.

Question 3

STUDENT RESPONSE – (9/10)

In order to show the fire spreading, the writer describes the individual steps of how it developed from 'the abandoned, forgotten iron' to '[leaving] the kitchen', creating the impression that the fire is almost methodical in its approach and relies on just the right conditions for it to spread. In the phrase 'hotter and hotter' the writer uses the comparative to show the fire gradually getting worse, suggesting that the danger the fire is creating can only get worse too.

Moreover, the writer personifies the fire to give it childlike qualities such as being 'happy for a time' with the ironing board frame, then 'greedily gobbling up everything' and finding 'wonderful things to play with' in the shop. This comparison with a child suggests the fire is innocent of the destruction it is causing and simply concerned with experimenting and playing with everything it comes across.

The verbs 'sizzle and burn' also suggest the fire is destructive, creating the impression that it is devouring 'greedily' and selfishly whatever is in its way, unconcerned with the suffering will cause the Lennox family.

Question 4

STUDENT RESPONSE – (7/10)

The writer makes these lines exciting and dramatic through the use of short staccato lines from lines 36 to 37. This creates a greater sense of urgency emphasising how dramatic the fire is. Ruby saying "the end of the world" refers back to her dream. This extended metaphor having strong connotations of death and destruction which emphasises the seriousness and dramatics of the situation to the reader.

The emphasis on the fire's effect on Ruby and Patricia also makes the lines tense and exciting. The writer uses powerful active verbs "fit of coughing and splutters" to really emphasise how violent the fire is, and the violent effect it has on the girls. This further creates excitement as it leaves the reader wondering if the girls will make it out alive. The violence of the fire is shown in how Ruby personifies it "as if she didn't want the fire to hear", as though they are hiding from the fire, giving connotations of an almost violent parent. Though Ruby goes onto explicitly state Patricia isn't whispering: "It's the smoke rasping her throat." The use of the definite article for smoke still may implicitly show the reader the fire as violent and purposeful in causing harm to the girls. This also causes tension and excitement.

The writer's use of frantic verbs "pulling", "stuffing", "flings" when describing Patricia's actions further creates this sense of urgency which emphasises the excitement and drama of the lines. This effects the reader by causing tension willing them to read on to discover the girls' fate.

Question 5

STUDENT RESPONSE – (4/10)

I think that Patricia is presented as being quite heroic near the end of the story. Instead of just trying to get herself safe, she instantly tries to help her sister, Ruby, who is sleeping.

Patricia also tries to calm down Ruby "It's all right, the fire brigade will be here soon." She says it to try and reassure Ruby. Patricia also thinks about the pets and wants to save them. She is even described as "looking heroic as she climbed down the drainpipe." The writer just made Patricia seem more fearless than Ruby is and she actually thinks through what to do in those kind of situations.

STUDENT RESPONSE – (7/10)

Patricia is presented as a heroine to a degree within the passage particularly as she is calm and "practical" in a situation of distress. Atkinson helps to create this idea by creating an exit and a safe way in which both her and her sister can breathe by also being sensible enough to cover the window sill with the "bedside rug" so that they didn't get cut. Furthermore, Patricia bravely, in her sister's eyes, climbs out of a broken window so that she can help 'save the pets'. Atkinson helps convey her bravery via Ruby's opinion of her stating that Patricia looked "truly heroic" as she went on her mission to save the trapped animals.

However, I would argue perhaps more on the grounds of practicality and priorities that Patricia is not entirely the heroine. Atkinson makes it clear within the section that Ruby admires and perhaps even idolises her sister—suggesting that she was "heroic" and also that "you can trust Patricia". The fact that Ruby idolises her sister perhaps shows the true events of the story. Patricia left her sister in a burning house in order to "help" some animals. This is further reinforced by the idea that "it doesn't cross our minds to save the family" which although perhaps understandable in Ruby's case as she is clearly the younger sister, but perhaps suggests that Patricia is slightly more selfish than initially suggested.

It could be argued that Patricia is not in fact a real heroine as she later "weeps" and "sobs uncontrollably". The adverb "uncontrollably" suggest the sense of a hysterical individual that we see Ruby earlier described as. However, I think it is important to note that Patricia was no longer in a dangerous situation and therefore having witnessed such horrible events can "sob" quite justifiably. Overall, I agree with the statement to an extent but would suggest that leaving a "helpless" sister in a burning building in an attempt to save some animals is not the most heroic action out there.

Planning Narrative Writing: A Memorable Day

When planning, remember the following:

- Keep your story as simple as possible: it's only going to last a page and a half
- Set it in the real world and stick to things you know about
- Make sure you plan a definite ending
- Choose a topic that allows you to be sensitive/thoughtful/funny/mature
- Write something you imagine an English teacher would enjoy

Plan:

1. Set up why the story is interesting / flashback to set up character
2. Journey to the hawk farm – description of roads/ dialogue in the car
3. Meeting Mr Grace – character details and dialogue using dialect
4. Barn - description and dialogue to move action on
5. Field and flying the bird – description of action and feelings
6. Return journey back to the set up and theme of story.

Self-Assessment after you've finished writing:

- Highlight the 5 words which show you have a good vocabulary.
- Highlight 3 places where you have characterised someone (written what they looked like, showed their personality through what they do or how they speak)
- Highlight 3 places where you have used precise description
- Check that you have punctuated your sentences properly
- Is your speech set out properly on the page (new line for each speaker/speech verb after the speech)?

Answer the following questions:

- Did you finish your story within the 45 minutes?
- Did you proof-read your writing?

Example Narrative – Title: A Memorable Day

I'll never forget the moment I first felt the talons of a hawk fasten on to my glove. I'll never forget the clarity of that yellow eye as it stared at me. I'll never forget the powerful down-draft from its wings as it launched itself into the air.

As a boy I had always been crazy about birds of prey. I was always begging my mum for books that featured these beautiful creatures. I spent hours bent over a sketch book drawing meticulous diagrams of Peregrine Falcons, Golden Eagles and Ospreys, but it never really occurred to me that I would ever meet one.

It was my tenth birthday and I had no idea what was in store for me.

"We have a surprise for you," said my mum with a twinkle in her eye.

"It's a bit of a drive though," said my Dad. "So you'll have to be patient."

As we drove my imagination couldn't come up with much more than a visit to the seaside. Fun, but nothing really special. Perhaps my awful cousins would be there: I would try to look pleased as mum and dad were going to some trouble.

We came off the main road and followed a series of increasingly narrow roads and I began to feel puzzled: where on earth were we going? The hedges and earth banks either side of the road seemed to get higher and higher and the road twisted and turned into the middle of nowhere.

And then suddenly we turned sharply to the left into what seemed to be the driveway to a farm. I glimpsed a hand-painted sign tied to a tree: 'Blackmoor Hawks'. My heart began to race.

The car drew to a halt in a farmyard and as we climbed out a man walked towards us. He was short and shabbily dressed: a threadbare old tweed jacket and shapeless, baggy trousers. He was probably sixty years old and had the bushiest sideburns I had ever seen.

"This is Andrew, is it?" He had an accent as thick as Dorset cream.

My dad pushed me forward and I mumbled a greeting.

"You like the hawks, do you?" He looked at me carefully. His face was creased and his eyes were yellow, but his stare was sharp. I nodded. "You call me Mr Grace."

"Go on then," said my dad and gave me another push.

It turned out Mr Grace didn't talk much which was a relief to a shy boy like me. He pointed and mumbled and tilted his head to one side and somehow

communicated what he wanted. He took me to an ancient, musty smelling barn first and when my eyes had accustomed themselves to the dark I gasped. There was a row of feathered forms- all different shapes and sizes, some shifting slightly on their perches.

The bulky, bunched silhouette of an owl; the delicate, fragile outline of a kestrel; a flash of a wide eye catching the light as a head was turned; the sudden sound of wings being flexed and feathers ruffled.

“Put this on.” He gave me an old, thick leather gauntlet that covered most of my forearm and without warning sat a bird on my hand. “Keep yer hand up and steady.”

He led me out into the field behind the barn. The sun was high in the sky and a slight wind ruffled the feathers of the beautiful hawk. I couldn't take my eyes off it, but it showed no sign of noticing me: it wore a leather hood and weighed almost nothing. Mr Grace undid the buckle and pulled off the hood. Its piercing eye regarded me without emotion: a perfect black circle inside a perfect yellow circle. I could barely breathe.

We spent perhaps an hour working with the bird. I learned how to cast it off my hand up into the air. I learned to call the hawk back with the lure and to stand still as it arrowed its way back to me. And best of all I got to feed it morsels of rabbit and watch as it held the meat under a talon and tore it with its lethal beak. We'd had dogs in my family before, so I knew what it was like to interact with an animal, but this was different: the hawk was so proud and independent. It felt like a meeting of equals rather than a master and pet.

At the end of the session Mr Grace allowed me to meet his other birds and his Barn Owl scared the life out of me by screeching and rearing up when I reached out to touch its intricately patterned plumage. But I loved even that: after-all, why should he put up with a silly boy stroking and prodding him?

My journey home was dreamy, my head resting against the car window as we made our way back along the country lanes. I replayed the events of the day, over and over again, smiling to myself. I would never forget this memorable day.

Planning Narrative Writing: A Memorable Weekend

When planning, remember the following:

- Keep your story as simple as possible: it's only going to last a page and a half
- Set it in the real world and stick to things you know about
- Make sure you plan a definite ending
- Choose a topic that allows you to be sensitive/thoughtful/funny/mature
- Write something you imagine an English teacher would enjoy

Plan:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Self-Assessment after you've finished writing:

- Highlight the 5 words which show you have a good vocabulary.
- Highlight 3 places where you have characterised someone (written what they looked like, showed their personality through what they do or how they speak)
- Highlight 3 places where you have used precise description
- Check that you have punctuated your sentences properly
- Is your speech set out properly on the page (new line for each speaker/speech verb after the speech)?

Answer the following questions:

- Did you finish your story within the 45 minutes?
- Did you proof-read your writing?

Planning Narrative Writing: Write about a time when you had to make a difficult choice or decision.

When planning, remember the following:

- Keep your story as simple as possible: it's only going to last a page and a half
- Set it in the real world and stick to things you know about
- Make sure you plan a definite ending
- Choose a topic that allows you to be sensitive/thoughtful/funny/mature
- Write something you imagine an English teacher would enjoy

Plan:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Self-Assessment after you've finished writing:

- Highlight the 5 words which show you have a good vocabulary.
- Highlight 3 places where you have characterised someone (written what they looked like, showed their personality through what they do or how they speak)
- Highlight 3 places where you have used precise description
- Check that you have punctuated your sentences properly
- Is your speech set out properly on the page (new line for each speaker/speech verb after the speech)?

Answer the following questions:

- Did you finish your story within the 45 minutes?
- Did you proof-read your writing?

Planning Narrative Writing: Write a story which begins: “You are not staying here on your own. Get in the car now,” my mum said in that voice which did not allow for any argument.

When planning, remember the following:

- Keep your story as simple as possible: it’s only going to last a page and a half
- Set it in the real world and stick to things you know about
- Make sure you plan a definite ending
- Choose a topic that allows you to be sensitive/thoughtful/funny/mature
- Write something you imagine an English teacher would enjoy

Plan:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Self-Assessment after you’ve finished writing:

- Highlight the 5 words which show you have a good vocabulary.
- Highlight 3 places where you have characterised someone (written what they looked like, showed their personality through what they do or how they speak)
- Highlight 3 places where you have used precise description
- Check that you have punctuated your sentences properly
- Is your speech set out properly on the page (new line for each speaker/speech verb after the speech)?

Answer the following questions:

- Did you finish your story within the 45 minutes?
- Did you proof-read your writing?

Planning Narrative Writing: Write a story which ends: I feared the worst but the teacher could not stop herself from laughing.

When planning, remember the following:

- Keep your story as simple as possible: it's only going to last a page and a half
- Set it in the real world and stick to things you know about
- Make sure you plan a definite ending
- Choose a topic that allows you to be sensitive/thoughtful/funny/mature
- Write something you imagine an English teacher would enjoy

Plan:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Self-Assessment after you've finished writing:

- Highlight the 5 words which show you have a good vocabulary.
- Highlight 3 places where you have characterised someone (written what they looked like, showed their personality through what they do or how they speak)
- Highlight 3 places where you have used precise description
- Check that you have punctuated your sentences properly
- Is your speech set out properly on the page (new line for each speaker/speech verb after the speech)?

Answer the following questions:

- Did you finish your story within the 45 minutes?
- Did you proof-read your writing?

Component 2

Question 12

STUDENT RESPONSE 3

Binelli's tone throughout the whole article is very plain. It is a very factual article about solitary confinement in Florence prison. I think that his serious tone shows that the prisoners were in horrible conditions because by saying it plainly readers are more likely to take what is being said seriously and may even feel sorry for them.

Binelli also gives a lot of facts and figures about the living conditions "12 by 7 foot cells" I think it makes the whole place sound worse because you can imagine the size of the cells and how small they are. Also that they have to spend 23 out of 24 hours a day in those cells with little or no human contact.

The Director of the American Civil Liberties union described the conditions as "extraordinarily harsh" which really shows how bad this prison is.

STUDENT RESPONSE 5

Through describing the security of the prison, Binelli shows just how hard the measures are that are put in place for inmates; he writes that the cells are 'incredibly small', suggesting he finds it miraculous how anything can fit or live inside and he implies that prisoners can hardly have much of a life at all, being 'left to their own thoughts'. Also, the disturbing symptoms of 'hallucinations and memory loss' emphasise the severity of this small space and how it can lead inmates to go mad.

The 'concrete slabs topped with thin mattresses' shows how comfort is not made a requirement for these prisoners, creating the impression that they are purposefully made unpleasant and awkward for the 'worst of the worst'. When Binelli explains how a mirror may be a 'privilege', he shows how simple household accessories that the reader would consider normal are considered a gift to the better prisoners, creating the impression that because the prisoners are severely lacking in comfort, inmates are desperate for even the smallest reward.

In order to emphasise how 'solitary' the 'confinement' is, the writer explains how prisoners are 'never allowed to come into contact with other prisoners at any time' and are only allowed 'a glimpse of the sky and little else' in their cells. This creates the impression that the conditions are very brutal. Binelli even uses a quote from the American Civil Liberties Union to show just how 'shattering' 'extraordinary harsh' conditions can be, this adverb suggesting just how abnormal they are.

Question 14

STUDENT RESPONSE 4

I think that Charles Dickens is completely against solitary confinement as he says that it is "cruel and wrong." He also describes the system as being "hopeless", as if there is no point to it. He believes that it is evil. He gets this view across by talking about the "immense amount of torture". I think he sees it as unethical as he describes it as a "dreadful punishment" and says it causes "agony". I think he feels sorry for the prisoners as he describes them as suffers rather than criminals. I feel that he is trying to get his view across that it is immoral as he says "no man has the right to inflict" I think that he feels so strongly about it that he even thinks it is worse that "any torture of the body". In fact he believes it is "immeasurably worse" because you shouldn't tamper with the "mysteries of the brain." He gets his view across by talking about the "ghastly signs". I think that he sees it as being hidden from the rest of society and he gets this across by saying it is a secret "punishment which society should not allow". I think Dickens uses dramatic language such as "torturing anxieties" and "horrible despair" to make the reader feel sorry for the prisoners and to understand his view on why it is wrong.

Question 15

STUDENT RESPONSE 4

Dickens states how 'every cell has double doors' as well as that of Binelli who shows how the 'double set' of metal doors add to the sense of being cut off from the rest of the world. Both writers show how they suppress them from 'knowing where they are' where Binelli states how there is only a 'skylight' which prevents them from seeing any scenery. Both build the sense of walls adding to isolation as there are many 'walls' of 'concrete' in Binelli's passage and 'many walls' from Dickens.

Question 16

STUDENT RESPONSE 2

In Binelli's article there is only one person per cell "they are kept in cells alone" as well as the Dickens extract he says there are "iron doors between him and the nearest prisoner." They both describe solitary confinement as torture. Binelli says "solitary confinement even for a few months, let alone for more than a decade, can be shattering" and Dickens says its "immense amount of torture." They both say what can happen to a person in solitary confinement. Binelli says "leads to hallucinations and memory loss" and Dickens says "torturing anxieties and horrible despairs. They both get their food delivered to their cells. Binelli says "all meals come through a small slot in the interior doors" and Dickens says an "officer who delivers him his daily food" in both prisons the cells have double doors.

STUDENT RESPONSE 3

Dickens says about the effects of solitary confinement on prisoners are that they are that it is painful to the prisoners and it is very upsetting for them "torture and agony". The use of the terms describe that the effects on the prisoner aren't good and makes them feel depressed. Similarly Binelli talks about the effects of solitary confinement on the prisoner being unnecessary and harsh "few words spoken", it also suggest that they make the prisoner feel worthless and is depriving them from human contact which is unhealthy.

Dickens talks about the effects of solitary confinement on prisoners being devastating and unfortunate. He uses the adjective "awful" to suggest that the silence that prevails isn't good for the prisoners and is a horrible thing to do to them, and the fact that they are kept away from other humans. Similarly Binelli says the effects of solitary confinement on prisoners is unhealthy as the prisoners may forget how to interact politely with others "spend this time alone".

Dickens says that the effects of solitary confinement on the prisoner is awful and unnecessary because they have no contact with their family and they achieve no rewards, "a Bible and a pencil". However, on the other hand, Binelli talks about gaining rewards for good behaviour "used as privileges".

Dickens also talks about the effects of solitary confinement on prisoners he says "dead to everything". This suggests that being isolated makes prisoners feel dead and it affects them by giving them suicidal thoughts and thoughts that make them think they're better off dead. Similarly Binelli talks about the effects of solitary confinement on prisoners being they face and suffer from depression "leads to hallucinations".

Dickens talks about the effects of solitary confinement he things that that tampering with the brain is much worse than torture "immeasurably worse". This suggests that it can have serious consequences on the prisoner even though it isn't obvious slowly it is tearing the prisoner apart. The term "immeasurably" suggest that it is too vast to measure and it is so much more, immensely worse than torture of the body. Similarly Binelli says "left to their own thoughts". This implies that overthinking leads a person to suicidal thoughts and mental problems. He uses the anecdote to emphasis the effect solitary confinement has on a person.

Transactional Writing

Before starting any transactional writing task, you need to establish the **PAFT**

	Key Question	Examples
Purpose	What are you trying to achieve by this piece of writing?	To give information/ explain To argue a case To entertain To advise To persuade
Audience	Who are you writing for?	Adults Head teacher Editor Members of the public Older people Young people
Form	What are the 'rules' for this type of text? What layout/organisation?	Letter (formal and informal) Article Review Report Speech Guide
Tone	What tone is required?	Persuasive Stern Friendly Amusing Serious Sarcastic

Once you UNDERSTAND what you have to do, you need to plan your response.

Aim for at least 5 well-developed paragraphs.

Write your answer.

CHECK your answer carefully. Spelling, punctuation and grammar must be used accurately here.

Key Types of Transactional Writing

REPORT:

Use an appropriate clear factual title/heading: *A Report for the school governors on the eating habits of Gillingham School's students'

Use headings/subheadings/bullets

Include these sections if relevant: *Introduction/Background/Summary

*Findings/Problems

*Solutions/Suggestions/Recommendations

LETTER:

Your address with correct layout in the top right corner.

Their address (if a formal letter) below on the left hand side

Date

Correct opening and closing pairs:

- a) Dear Sir/Madam – Yours faithfully
- b) Dear Editor – Yours faithfully
- c) Dear Mr Smith – Yours sincerely
- d) Dear Jill – Love from

SPEECH:

Apart from standard punctuation paragraphs, there are no visual layout features in a speech.

Often you will need to use direct address to the audience and persuasive/chatty techniques

ARTICLE:

Use interesting headline/title

Lively opening – example or anecdote to interest the reader

Clearly argued position on the topic

You don't have to write from a teenage perspective.

REVIEW:

Use interesting headline/title

Use a rating – stars or 4/5

Stimulate interest in the subject matter

Show respect even if being negative

Avoid retelling the story

Give opinions

GUIDE:

Treat it like an article but you may use headings/subheadings

Use appropriate language techniques to engage and advise the reader

DEVELOPING IDEAS.

Here is a whole paragraph from a student response to question 21 on the June 2017 paper.

Finally, smartphones/watches and tablets. These devices are like portable computers. You can use them for the internet or to phone/text people or just simply check the time.

Here is another student paragraph from the same task, on the same topic.

Moving on, phones. Or particularly, smartphones. I'm sorry to say this but your trusty Nokia brick just won't cut it. They may be different to what you're used to but smartphones are incredibly useful and provide basic phone services like texting and calling but with the potential for a lot more. Gigabytes of storage are at your disposal for anything you want - photos of places you've visited, with dates and location names to remind you, music tracks you can listen to on the go (no more need for your beloved Sony Walkman), an real-time updates on what's going on around the world - whether it's your family on social media such as Facebook, or the goings - on of other countries and governments with apps like BBC News. The uses of smartphones are limitless, and new features and uses for them are coming out constantly - not to overwhelm you. You don't need to move onto smart watches or anything just yet (unless you're feeling brave). I strongly suggest you invest in a smart phone. You may be critical of the younger generation who can't live without their phones but I hope you'll be less critical when you see why nomophobia (the fear of being without your phone) is a thing.

Transactional Writing PLANNING FRAME

Topic of paragraph	Ideas to include
1.	a. b. c. d.
2.	a. b. c. d.
3.	a. b. c. d.
4.	a. b. c. d.

Self-Assessment after you've finished writing:

- Does your writing meet the PURPOSE? Highlight an example where you have done this.
- Does your writing meet the AUDIENCE? Highlight an example where you have done this.
- Does your writing meet the FORM? Annotate your answer to show this.
- Have you achieved an appropriate TONE? Highlight 3 words/phrases which show this.
- Are all words spelt correctly/sentences correctly punctuated?

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Monday 12th June

Dear Sir or Madam

I am writing to express my view on the letter that featured in as part of your Daily Comment column last Thursday regarding the need for pets in a home.

The heart of the matter is, pets are what make a house a home. Many people live alone or find it hard to make friends when they are older and desire simple company to keep them going. There is no better way of providing this than buying a pet; they follow you around the house, they provide you with constant attention and amusement and pleasantly distract you from the troubling thoughts that may be bubbling under the surface for you. This is a fact. It has been scientifically proven that stroking a cat makes people feel better.

My father had a congenital brain haemorrhage a few years ago and since his treatment, he has had to endure terrible headaches on a regular basis, consequently making him quite aggressive and easily agitated by things that go wrong. However, since our family found Monkey, our adorable and endlessly amusing cat with an inexplicable personality, he has eased off and is less angry less frequently nowadays. It seems that even though a doctor prescribed him plenty of useless cures for his symptoms, a pet was the perfect remedy.

Moreover, despite common beliefs, there is no ~~extreme~~ expense of money or time for a

pet owner that can't be spared by careful attention to your pet's health and diet, making sure they have the right amount of nutrients for their age and keeping an eye on them every now and then. This may sound like extra work, but it's really not.

However, I would discourage anyone not serious about taking on the responsibility of a new family member into their home from having a pet. If they are like an extra child, ~~so that~~ so cannot be neglected or ignored in any way, ~~that~~ instead they should become part of your lives and you should give them everything they need. ~~As I have said earlier, this may sound daunting, but there is no free~~

Would you neglect your child?

Yours faithfully,

Andrew Jones

shows consistent understanding of the purpose of the task

content is well-judged and detailed

communication has clarity, fluency and some ambition